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IDENTIFIERS *Austin Independent School District TX

ABSTRACT

The Low Socioeconomic Status and Minority Student Achievement Study is designed to investigate the overall impact of the Austin Independent School District's programs on low socioeconomic status (SES) and minority students' achievement and school leaver rates. This evaluation is designed to monitor low SES and minority student achievement on districtwide achievement tests, minority student participation in tests for college-bound high school juniors and seniors, and minority student school leaver rates. Chapter I presents names of persons who have been provided portions of the design for review and comment. Chapter II describes the program and related evaluation activities. Chapter III states all the decision questions addressed and relates them to the evaluation questions and objectives and to their data sources. Chapter V specifies the means of information dissemination, date of distribution, and persons receiving the information. Chapter VI lists each information source, population from which obtained, date of collection, and analysis techniques. Chapter VII is a timeline for data collection. Chapter VIII summarizes evaluation work estimates by position for each aspect of the evaluation. (CM)

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Evaluation

EVALUATION DESIGN:
Low Socioeconomic Status and Minority Student Achievement, 1981-82

October, 1981

Austin Independent

School District

Texas

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RC013103

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EVALUATION DESIGN: *Low Socioeconomic Status and Minority Student Achievement, 1981-82*

October, 1981

Approved:

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Publication No. 81.16

81.16

EVALUATION DESIGN REVIEW FORM

The following people have reviewed pertinent sections of this design.

Lawrence Buford
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Hermelinda Rodriguez
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Maud Sims
Director of Secondary School Curriculum

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Director of Secondary School Management

II A

PROGRAM SUMMARY

There are approximately 55,000 students served by 81 elementary, junior, and senior high schools within the Austin Independent School District. As of December 1980, 23,760 (43%) of the students were participating in the free and reduced lunch program. Appproximately 54% of AISD's students were Anglo, 27% were Hispanic, and 19% were Black as of October 3, 1980.

Although AISD does not have a single unitary plan to serve either students of low-income background or minority students, the District and the Board priorities have recognized the improvement of minority students' achievement in all basic skills areas at all grade levels as a priority student need. The desegregation plan makes it particularly important to concentrate on and monitor minority achievement.

Austin ISD does spend considerable resources for low socioeconomic status (SES) and minority students. Programs for low SES students tend to concentrate on the elementary level. Federal Title I funds provide instructional programs which emphasize the development of basic language skills, a special reading program, and a parental involvement program. Title I funds are distributed to 28 elementary schools on the basis of average income level of students at each school. In addition other state- and locally-funded programs serve to help low-achieving and/or minority students at the elementary level, such as Local/State Bilingual and State Compensatory Education. The Title I Migrant Program provides migrant students in Austin's elementary and secondary schools with supplemental and ancillary services. The Fundamentals of Math and Reading Tutorials provide instruction in basic skills to low-achieving students at the high school level. A variety of smaller programs help low SES and minority students in the District, also.

The Low Socioeconomic Scatus and Minority Student Achievement Study is designed to investigate the overall impact of the Austin ISD's programs on low SES and minority students' achievement and school leaver rates.

IIB

EVALUATION SUMMARY

Although some of the special programs for students from low socio-economic and minority backgrounds have been operating in the District for up to ten years, the first analysis of the overall achievement of these groups was conducted by the Office of Research and Evaluation in 1976-77. This analysis revealed that low SES/minority achievement levels at all grade levels was extremely low in comparison to non-minority or higher SES student achievement. This evaluation made it clear that the programs and efforts of the past, however successful on a small scale, were not accomplishing desired goals. The gap between minority and Anglo student achievement has been narrowed slightly in the past few years, but it is still wide and pervasive.

This evaluation is therefore designed to monitor:

- low SES and minority student achievement on districtwide achievement tests,
- minority student participation in tests for college-bound high school juniors and seniors,
- minority student school leaver rates.

Other projects evaluated by ORE which publish reports relating to low SES and minority students include:

- Title I,
- Title I Migrant,
- State Compensatory Education,
- Local/State Bilingual
- ESAA Desegregation.

III A
DECISION QUESTIONS ADDRESSED

D1. Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?

III B
DECISION QUESTIONS OVERVIEW

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DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D1. Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of achievement of low socioeconomic status and minority students be implemented as planned?	Fall, 1982	July, 1982	D1-1. How did AISD elementary and junior high school students, by ethnic group, perform in 1981-82 compared to: a) each of the other ethnic groups? b) the nationwide norming sample? c) the urban district norming sample? d) previous years' achievement scores?	Iowa Tests of Basic Skills (ITBS)
			D1-2. How did AISD high school students, by ethnic group, perform in 1981-82 compared to: a) each of the other ethnic groups? b) the 1970 nationwide norming sample? c) the 1978 STEP III nationwide norming sample? d) previous years' achievement scores?	Sequential Tests of Educational Progress (STEP)
			D1-3 What percent of each ethnic group achieved at or above the national average, at or below the 25th %ile, and at or above the 75th %ile?	ITBS STEP

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III B
DECISION QUESTIONS OVERVIEW

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DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D1-4. How do the achievement scores of AISD students who were tested in each of the past three (ITBS) or four (STEP) years, by ethnicity, compare to the scores for all students tested in those years?	ITBS STEP
			D1-5. How did AISD students from low-income families, by ethnic group, perform in 1981-82 compared to: a) AISD students from high-income families? b) low-income students from previous years?	Student Master File ITBS STEP
			D1-6. How do the districtwide rates for school leavers and graduation compare by ethnicity: a) for the 1981-82 school year? b) with previous years rates?	District School Leaver Records District Graduation Records
			D1-7. Do staff perceive low SES and minority student achievement to be improving as a result of the emphasis in this area?	Staff Survey

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III B
DECISION QUESTIONS OVERVIEW

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DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D1-8. How does the percentage of AISD students taking college entrance exams (SAT, ACT) in 1980-81 compare: a) by ethnicity? b) with previous years, by ethnicity? c) with the national percentage, by ethnicity?	Scholastic Aptitude Test American College Test District Enrollment Data
			D1-9. How does the percentage of AISD students taking the PSAT in fall 1981 compare: a) by ethnicity? b) with previous years, by ethnicity? c) with the national percentage, by ethnicity?	Preliminary Scholastic Aptitude Test District Enrollment Data

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V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE	PERSONS RECEIVING
Low SES and Minority Student Achievement Results	Final Report in Findings Volume	June, 1982	Principals, administrators, school libraries
Selected Achievement Results	Brochure	August, 1982	Principals, other administrators
Ethnic Breakdowns of Achievement by School	Achievement Profiles by Ethnicity	June, 1982	Principals, other administrators, superintendent

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
ITBS	Elementary and Junior High Students	D1-1, D1-3, D1-4, D1-5	April 1982 February 1982	Descriptive statistics based on testing reports	
STEP	High School Students	D1-2, D1-3, D1-4, D1-5	April 1982	Descriptive statistics based on testing reports	
District Records	All AISD Students	D1-5, D1-6, D1-8, D1-9,	Continuous	Descriptive statistics	Includes school leaver, discipline, graduation, and enrollment data
Staff Survey	Sample of AISD Staff	D1-7	March 1982	Frequency distributions, other descriptive statistics	
ACT	College-bound Seniors	D1-8	1980-81	Descriptive statistics	
SAT	College-bound Seniors	D1-8	1980-81	Descriptive statistics	
PSAT	College-bound Juniors	D1-9	October 1981	Descriptive statistics	

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VII

DATA TO BE COLLECTED IN THE SCHOOLS

March 1981

A. AISD Staff

1. Staff Survey - AISD staff will respond to a multiple-choice questionnaire asking for their views on various educational issues of relevance to AISD.

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
A. Design	.5	1	2		1	2
B. Information Sources						
1. ITBS		.5	3	15	20	11
2. STEP		.5	2	10	15	5
3. District Records		.5	1		10	1
4. Staff Survey	.5	1	2	5	15	4
5. ACT		.5			5	1
6. SAT		.5			5	1
7. PSAT		.5			5	1
C. Interim Dissemination	2	2	1	5	5	1
D. Technical Report	1	2	5	10	15	5
E. Administrative and Other Indirect Time Costs	5	5	7	1	5	5
Total	9	14	23	46	101	37

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